

AudioPals, Vokis and Google Maps

This is a blog that follows and supports an IHLA session about setting up and using audio files, avatars and Google maps. The session can be offered upon request from IHLA. Just contact us at edmontonihla@gmail.com

Pages in This Blog and the Session

01_Welcome

02_The Tools

03_Setting Up a Blog

04_Vokis

05_AudioPal Task One

06_Audio Pal Task Two

07_Thinking Page

Thursday, April 7, 2011

Welcome



Welcome to this workshop series. Through this work together we will explore a few online tools that can help us create and enhance oral interaction practice through online environments in our second language classes.

The session is meant to be a hands on experience. You will have access to computers with Internet, headsets to record and set up a few pages on a blog to host your files and share some ideas.

At the beginning of the session we will review updates on IHLA and ensure everyone has the following:

1. a GMAIL account
2. set up a BLOG together
3. access and use audiopals
4. use audiopals and Google maps to set up a special student task
5. create a welcome message with a VOKI

Make sure you take notes during the session and feel free to ask questions even after you get back to your classes. Share with us your experience working with these tools.

We will send you a link to a satisfaction survey at the end of the session.

Thanks for coming.

AudioPals, Vokis and Google Maps Technology Session

April 12, 2011 – IHLA Office

www.ihla.ca



This booklet was created for a workshop session
about the use of Audio files, avatars and Google
Maps offered by IHLA for SL instructors.

April 12, 2011



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Welcome



STEP ONE

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<http://audiopalvokigooglemaps.blogspot.com/>

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Thursday, April 7, 2011

AUDIOPALS

The Tools

AUDIOPALS

Audiopals are audio files created with an internet-based tool, available at www.audiopal.com

This tool only requires an email address to send a link and access to a code for you to retrieve the file. The file is up to one-minute long.

Follow the set up during the session to access and create your own audios. Share them with people in the session.

Additional information on AudioPals can be found at the links below.

- A short video
- AudioPal explanation and ideas
- Examples of using audiopal

VOKIS

These are audios with an image - or also called: AVATARS. They can be used pretty much like audiopals - students may like them because you will add a visual that seems to interact with the user. you will need to create an account to set up your own avatars.

Follow the set up during the session to access and create your own avatars. Share them with people in the session.

Additional information on VOKIS can be found on the Voki page in this blog.

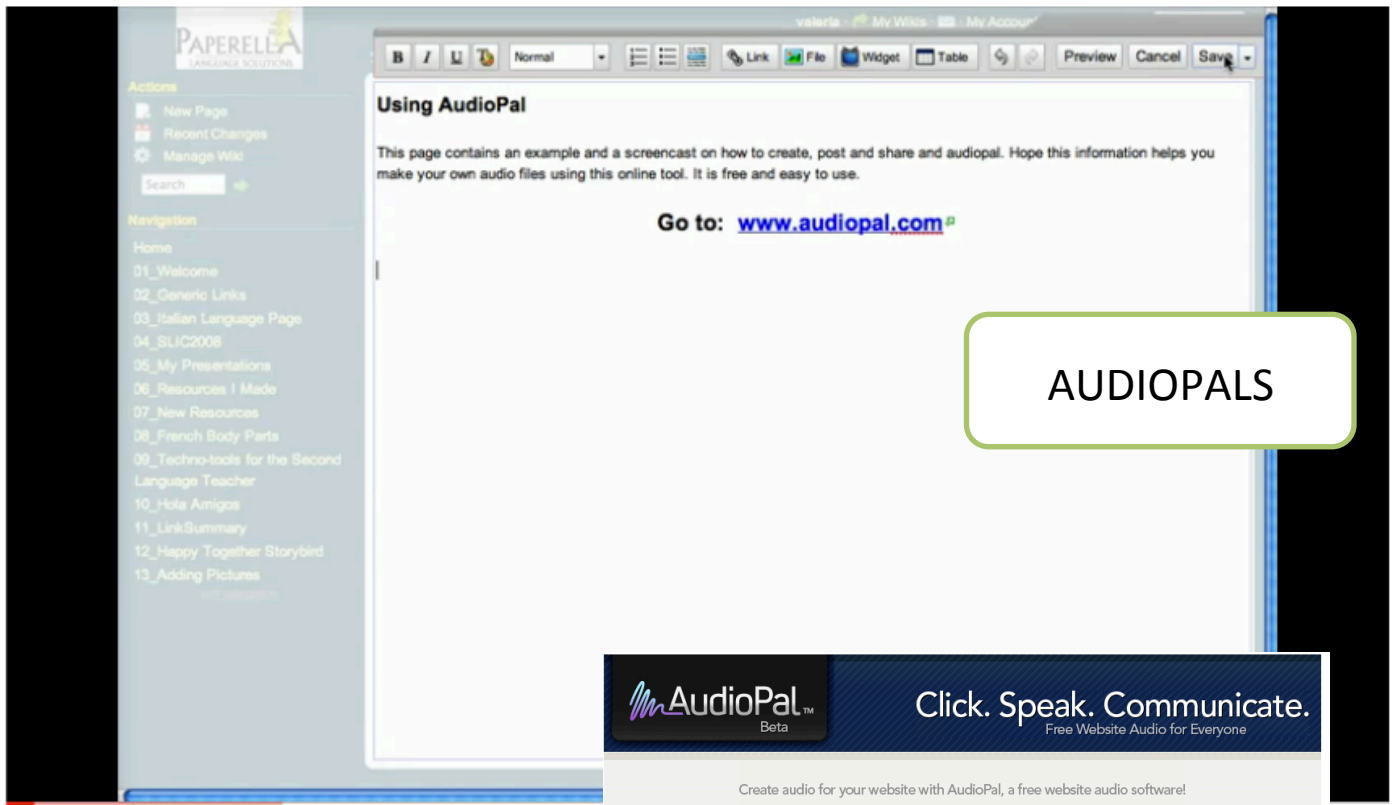
GOOGLE MAPS AND THE ORANGE GUY

Almost everyone is familiar with Google maps. You search for a location and the map shows up. However, certain places around the world, especially close to landmarks and famous areas, can be viewed at a 360 degree angle, using the Orange Guy. Explore these opportunities and learn more about this for your language lessons.

Follow the set up during the session to access and create your own searches using the Orange Man. Share them with people in the session.

Additional information on The Orange Man on Google Maps can be found at the links below.

- Google Maps
- Example of task



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Sunday, August 22, 2010

AUDIO-PAL



Picture One
Audio-pal home page

Audio-pal is a great tool to record up to one-minute voice files that you can use in many different ways for your classes. The tool can be found at www.audiopal.com and it requires no sign up nor download. This is really great, especially in school environments where downloads are limited by firewalls and other digital hurdles.

One minute recordings are a great way to create simple activities for students to practice listen comprehension and to also share their productions with teachers and with each other.

The tool lets you record from different devices, and even has a text-to-speech capability (with different languages). Overall I prefer to use the microphone from the computer. It is easier than anything else, and you do not need to store any file anywhere. The other great advantage is also this: since the tool creates a code, the file will not take very much space. A sample of code was dropped into this blog and you can hear it by clicking on the icon below:



What is the downside? The tool will send you (email you) a link, from where you can get a code to upload in different environments, like Twitter, Blogs, iGoogle, etc. So it works really great on web-spaces, digital environments that are meant to be accessed online. You can also save the code into your Blackboard spaces for more formal settings (although these would not be as free as online spaces like the ones we talk about in the session).

Once you complete your recording you can listen to it on the spot. If you like what you hear then you just have to add an email that Audio-pal can send you the code to. Or you can simply ask your students to send their raw file (which will show up as a link) directly to an email address for their assignments.

When you get the link, you will see a number of options to capture the code like in the Picture 2. Select the place you will be putting your audio file into and copy the code. Then go to your place and paste the code right into the space. You can select the option at the "Grab your widget" stage (Picture 2) that every time a user clicks on the space where your file code is saved the audio will automatically play. This can be helpful for web pages where you want specific instructions to be heard. However, remember it can also be very annoying.

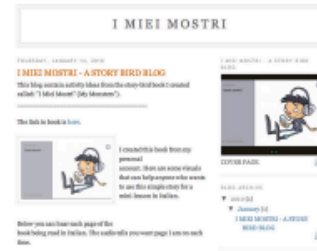


Picture 2
Audio-pal Code Selection Page

Try your page in a view mode and see and hear what you have created. These files (the code behind them) will remain available for as long as your page is open to your students. It may take a bit to create the files, but once they are done, your students can access them as often as they need to.

I list below a couple of places where I used this widget for on-site practice, especially for instructions and also for listening comprehension and pronunciation purposes.

1. **I Miei Mostri** - At this blog you will find single audio files to follow along a book I made using the Story Bird tool (online tool that I will also cover during the session). [Click here for the sample.](#)
2. **Speed Dating Blog** - An Italian Lesson. Check the specific blog entry where these audio files are most used. [Click here.](#)



Picture 3
I Miei Mostri Blog

AUDIOPALS

I MIEI MOSTRI

THURSDAY, JANUARY 14, 2010

I MIEI MOSTRI - A STORY BIRD BLOG

This blog contain activity ideas from the story-bird book I created called: "I Miei Mostri" (My Monsters").

The link to book is [here](#).



I created this book from my personal account. Here are some visuals that can help anyone who wants to use this simple story for a mini-lesson in Italian.

Below you can hear each page of the book being read in Italian. The audio tells you what page I am on each time.

- Cover



- Page 1



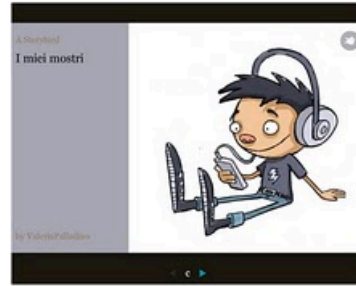
- Page 2



- Page 3



I MIEI MOSTRI - A STORY BIRD BLOG



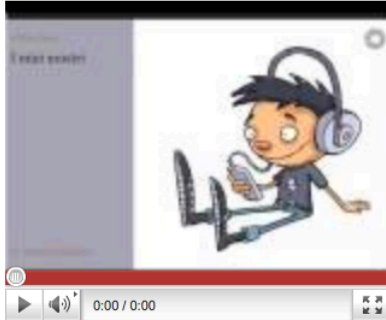
COVER PAGE

AUDIOPALS



AUDIOPALS

Invite your students to read the story along with this video clip.



Here some questions they can use and try to answer to. Enjoy.

1. Come si intitola il libro?
2. Di cosa parla il libro?
3. Sai dire il nme di almeno tre mostri?
4. Quanti occhia ha il mostro Grillo?
5. Come si chiamano i fratelli di Grillo?
6. Che ha il mostro Cartello?
7. Perche' Cornamusa ha un problema?

Below you can access the flash card page (made on Quizlet.com) to review the meaning of each key word in the story.

Flashcard Page on **"I Miei Mostri!"**



Flashcards: I Miei Mostri

⌵ ⌵ 🔊

Both Sides

←

→

mostri
monsters

AUDIOPALS

1/22

Study:	Learn	Test	
Play Games:	Scatter	Space Race	Voice Scatter <small>beta</small> Voice Race <small>beta</small>

Speed Dating Blog

A blog with cool techno-ideas to support a creative lesson on Speed Dating in Italian.

01_Welcome! 02_About Speed Dating 03_Basic Structures 04_Expand on Your Vocabulary 05_Vokis

06_Un PO' di Lettura 07_Usando i Voki 08_For Teachers

martedì 15 settembre 2009

USANDO I VOKI

Usa questa pagina per ripassare informazioni di base per la nostra lezione di **Appuntamenti Veloci**. (Use this page to review some basic information sharing for our *Speed Dating session*.)

Ascolta le istruzioni in italiano

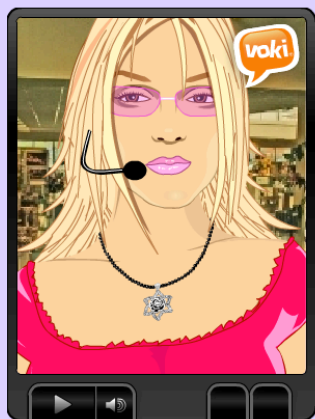


Ascolta le istruzioni in inglese

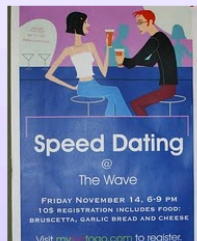


Attività numero 1 - Laura

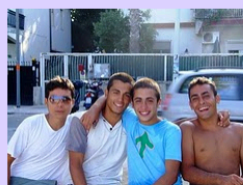
Clicca su questa Voki (si chiama Laura). Ascolta quello che dice e annota quello che capisci della sua breve presentazione. (Click on Laura, listen to her presentation and note what you think she says - use your own notes.)



APPUNTAMENTI VELOCI



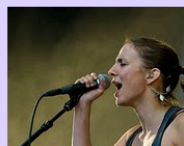
RAGAZZI



EDMONTON



CANTANTE



AUDIOPALS

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13_Media Tools

14_FLISTI

Saturday, August 28, 2010

Examples of Using Audio Pal

Ok. So let's say you have this really nice reading page you want your students to practice in the second language. It is a bit more challenging than usual, and you will have some time in class to go over it, but you believe your students still need more time and practice.

The lab is not available for your next two language blocks, and by then you want to be on another focus in your lesson. You could take a minute or two to record the reading, or at least a section of it on audio-pal from your computer and place it on a blog page, like this one, for your students to review at their own pace. In fact, you can even assign your students to read and record parts of that reading and send it to you. Even if they just send you a link, you will have the time to listen to their own pronunciation and reading skills and provide very detailed feedback.

I list here below a step-by-step review on how to proceed.

1. **You will need to have a blog space** that you can post your reading onto. In this case my blog space is this page.
2. **Title your blog post so that your students can find it easy** - trust me. Once you begin to create all your resources with these online tools, you will soon come to appreciate the importance of calling and titling content in a way that is easy to find and retrieve. Tags will help as well.
3. **Look for the reading you want to give some pronunciation guidance for your students.** You can post the reading directly in your post, or add a link that they can easily find, or do both. The link to my page is the following: <http://www.dueparole.it/default.asp> The text of my reading is also added below. I copied it as text and also added the picture visual in case something does not work.
4. **Then go to Audio Pal and record** your own reading version of the file.
5. Once you obtain the widget, **place it at the bottom or the top of your text.**
6. **Remember to provide simple instructions** to students on what to do with the text and the link (in the SL this is also an opportunity for functional use of the language).
7. **Save your post and share the link with your students.**

See the example below.



Due Parole - The Reading Text

Reading Example: Due Parole

- Use the text below. You can find the text at the link here: http://www.dueparole.it/default_.asp
- Click on the AudioPal icon and follow along the reading.
- Listen to the reading as often as you need to.
- Once you feel ready, record your own version of the reading and send the link to your instructor.



AUDIOPALS

Due Parole

*Le parole sono fatte, prima che per essere dette, per essere capite:
proprio per questo, diceva un filosofo,
gli dei ci hanno dato una lingua e due orecchie.
Chi non si fa capire viola la libertà di parola dei suoi ascoltatori.
È un maleducato, se parla in privato e da privato.
È qualcosa di peggio se è un giornalista, un insegnante,
un dipendente pubblico, un eletto dal popolo.
Chi è al servizio di un pubblico
ha il dovere costituzionale di farsi capire.*

Tullio De Mauro

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Thursday, April 7, 2011

Set Up a Blog

Once we learn the tools of the trade, AKA the audio files and the avatar, and how to use geographical links into the lessons we want to create, we need a space to place them.

We suggest two simple and easy to set up and manage ones: blogs and /or wiki pages.

The links below give you more information on how to set these up. We will also work with them during the session.

- **Blogs**
- **Blogger**
- A blog on weather - Example
- A blog on Speed dating (example)
- **A PodCast**

For the purpose of the session we are going to use a blog and set up the following pages on our blog. The pages will be empty when we set them up - and we will fill them as we complete our session.

Call your blog: (myName AudioPals) - i.e. *Valeria AudioPals*

Use the following titles as suggestions and titles of your own blog.

- MY WELCOME PAGE
- MY AUDIOPAL PAGE
- MY VOKI PAGE

BLOGS

Posted by IHLA at 6:53 PM ✎ 

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Friday, September 10, 2010

BLOGS

What can I say? BLOGS are probably the best invention for simple, clear and fast online sharing of ideas in narrative formats. I love BLOGS! I really do! I have many, not necessarily highly viewed or read (at least not that I know of) but I do like the idea of having access to a space where I can easily post my thoughts, share ideas and discoveries in simple ways.

The idea of BLOGS was probably born from the need to open accesses on the internet to people's voices, at the time when website language was still quite obscure to the majority of us. And since by now we are all familiar, one way or the other, with simple word-like interfaces, the genius who invented the BLOGS thought of combining the code in the back end of the blog tool while we, mortals, face a familiar set of icons we can do simple things with and share ourselves with the world.

The most one can react with through a blog is a comment or the sharing of a link of video. However the author of the blog remains in charge of what is seen, when, how, and who can post comments and of what nature. So not as much an interactive site like wiki spaces, but definitely a place to quickly communicate with the world.

I keep narrative blogs myself, especially during my travels. I have gotten a bit better over the years, and they become a manifest of treasured memories.

However, in this context of language learning ideas and technology implementation, I want to share with you how I exploit the possibilities of blogs as the platform where most of my teaching ideas become lesson examples and source of gathering links and meaningful thoughts for teaching languages.

The way I interpret these simple spaces is to use them as the organizing space for a specific theme or lesson, and create simple pages that I can organize as I wish to post activities, input files (especially media) and connect with students and teachers in remote fashions. Of course, to make every single piece of the content I post on a blog truly interactive, one could also consider opening a podcast space (most of them are free) and I am open to that possibility. But I still find blogs quite easier to set up for lessons and activities, and that makes me want to do more and more as years go by. Which is what I hope will happen to you once you discover the different possibilities of blogs.

I list below some examples of the blogs I have created especially for teaching. In another page you can find simple steps on how to set a blog up for a lesson or mini-unit, where you can combine your work together and simply re-use the content for all your classes (or change it as you go along, within a few minutes).

- [Il Tempo in Italia](#)
- [Per Imparare Italiano](#)

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Friday, October 22, 2010

Blogger

Blogging is what this whole new idea about using techno-tools and online resources is all about!

Blogging is easy, it is cheap! It is everywhere and you can do almost anything with space on a blog.

I am a blogger.com user - I find it the easiest to set up, and post visuals, audio and video files, and easy to navigate and to create simple, attractive pages to go about posting lesson samples and activity ideas.

To become a blogger you need an e-mail account. For www.blogger.com you will need a g-mail account. Very simple and easy to set up.

I do suggest you try to have a few steps of your blog content in place, even on an old piece of paper (yes! I still use them) or in a word document. The word doc will help you have a base to work from, when you cut and paste ideas and content from one place to another. here some steps I suggest you think about:

1. **Welcome page** - Think of and begin with a simple couple of pages blogs to host a lesson you want to teach and engage your students in. Let's say: greetings.
2. Write down some key ideas around greetings your want to share. See mine below. (use a word doc for this)
3. **Basic vocabulary page** - Some fundamental structures: sample greetings and times of day as well as people they can be said to. (write them in text on the blog, add audio pal files for audio practice; use a voki or two if you like)
4. **Model Page** - Some mini-dialogues where you create text or link to text that show and model the greetings. (seek links with sample dialogues already made; or make audio files with a voki or audio pal; see if there are clips of videos about greetings)
5. **Practice Page** - Some recognition and practice activities (matching exercises, some completion of sentences, some simple practice tests.
6. **Culture Page** - consider searching and posting some notes about cultural ideas related to greetings. There are a lot of online resources and videos around this in many languages. Use the samples in your blog page.
7. **Storybook page** - create a simple book and post the link on the page - use audio pal to accompany the book with audio examples - for reading practice.
8. **Final Task Page** - set up a task that you can ask your students to work on based on the greetings information and new skills they have gained. They could prepare small vokis that they can send to you and you can collect them all and post them on your blog.

Just a few things to remember about blogs:

- The entries (posts) are saved in chronological order - so the one your create first should be the one you want students to go last - I use a link tool in my blogs to overcome this problem and make sequences for my visitors.
- You cannot post direct files on blogs - use a wiki space and link to that for files you need your visitors to use for the activities.

Have fun!

Il Tempo in Italia

A blog about simple weather expressions and ideas for lessons around the weather, in Italian

PAGINE SU QUESTO BLOG

01_Welcome to the Weather Blog in Italian!

02_ Immagini del Tempo

03_Abbina le Frasi alle Foto

04_Ancora un Po' di Pratica

05_Frasi di Pratica

05_Pratica con frasi sul tempo

06_Ancora Pratica Orale

07_Previsioni Semplici

08_Esempi di Previsioni del Tempo

09_Lettura e Pratica - L'Uomo delle Previsioni

10_Esplora il Sito Meteo

11_Ripassiamo Insieme

12_Checklist on My Work

13_Per Finire

DOMENICA 10 OTTOBRE 2011

BLOGS

01_Welcome to the Weather Blog in Italian!


Welcome! Benvenuti!

This is a blog experiment where I posted a series of activities and explanations, links and work to support the learning of weather expressions and vocabulary, in writing, in visual recognition as well as through listening comprehension and production, for students who are learning Italian as a second language.



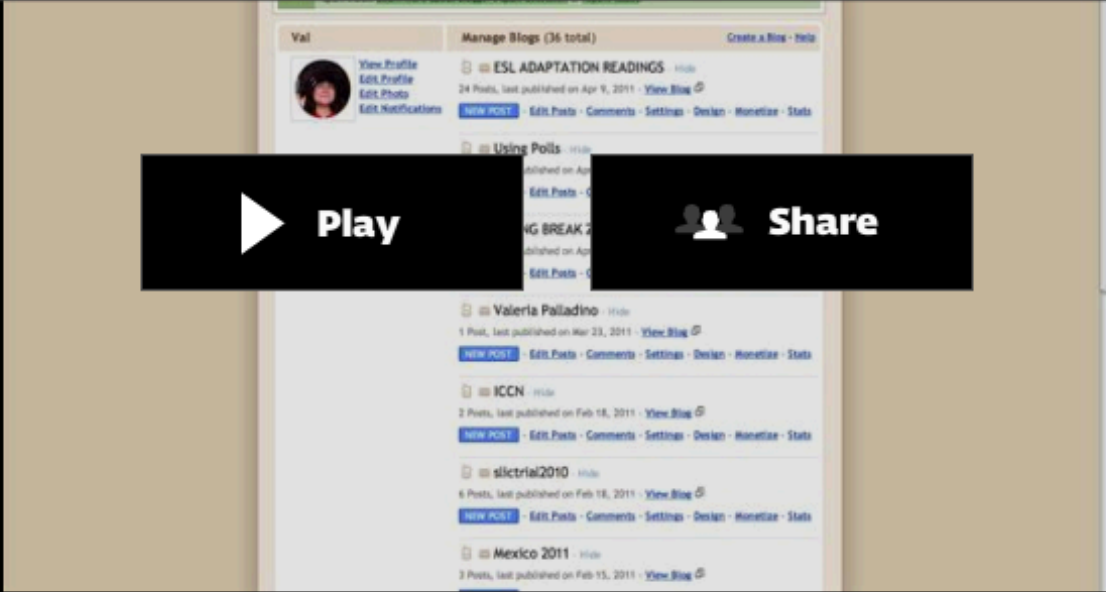
You should find this site helpful if you have a bit of the following background knowledge:

1. You can read in Italian fairly well.
2. You can find meaning of Italian new words on your own.
3. You can look at pictures, read a text, listen to short audio files and figure out the meaning of the words with little or no help from the experts (this is probably very possible if you can do number 2)
4. You have conquered basic knowledge of numbers in Italian (1-34), the cardinal signs (NESW), you can understand simple sentence structures, can use regular verbs in Italian in present and future tenses, feel confident you know some basic quality words (adjectives) and only a few adverbs!
5. You can easily follow your teacher instructions and can work with feedback.




ValeriaPalladin

This is a short screencast on how to set up a simple blog and a few posts.



▶ Play


Share

▶ 0:00 / 2:52 🔊 🔍 screenrSM

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Thursday, April 7, 2011

The Vokis

This page is dedicated to links and ideas about creating a Voki. There are a few directions and ideas you can already take about the Voki at the following links. Use these as reference.

Vokis are avatars you can make to help you create small interactions with your students and to liven up your sessions online. Students can also create vokis to create their own small productions. The audio part of a voki is very similar to the one of an AudioPal. Same with the idea of adding the final voki to your blog or wikispaces.

Links to examples of VOKIS

- [The Voki podcast](#)
- [Vokis](#)
- [Voki Ideas](#)

Hope you will find these directions helpful.

VOKIS

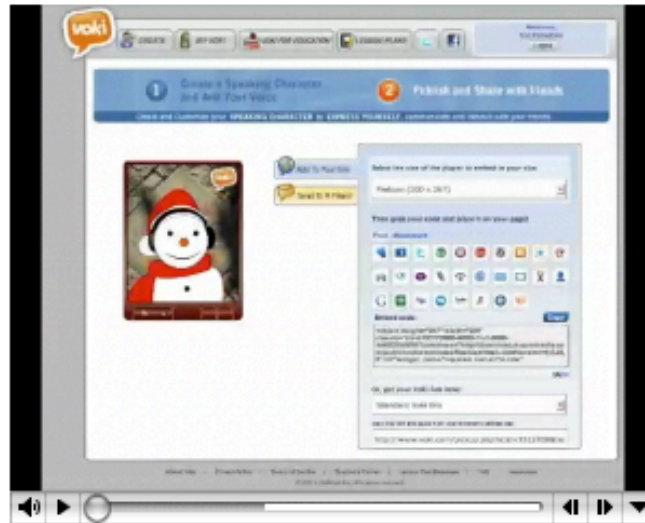
THE TASK

1. Create a welcome VOKI to add to your session blog.
2. Then post it on the Blog and share the link for others to see.

Posted by IHLA at 5:37 PM



VOKIS



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Monday, August 30, 2010

VOKIs

There are several ways of creating avatars online, for free and in different languages. My favourite one is at voki.com.

These avatars require you to set up an account - you can do that in a few simple steps.

1. First go to www.voki.com.
2. Create an account or return to your own account. To do this you will need access to your email. I have used Vokis for a while - you do not need to worry about them using your address for unwanted messages.
3. Once your account is up to go create a voki and begin the fun.
4. You can see from the screen on the image below that you can change practically everything about your VOKI. The background, the character, all the accessories of the character, how big you want the character to be on screen, etc. You can let your students have some fun with these details. What we really want to focus on is how to get the audio to work.
5. The VOKI has similar features to the Audio-Pal widget we also cover in this blog. They are: text to voice, phone messages, audio files (pre-recorded on your computer) and microphone recording. Choose the one that best fits your needs.
6. You can select from several languages to ensure the pronunciation of the avatar is close to what you want for the text-to-voice option. Spelling is paramount for this option.
7. Once you have your cartoon shape in place and your avatar is ready, you simply have to decide where to place it and what activities you want to use it for.
8. Check the other posts in this blog to get some cool ideas.



Voki Home Page



The basic starting page for the VOKI



Select how to save your avatar

For posting your avatar on a blog select the following:

- Blogger and the size of the image (I usually go for small)
- Once you have your code simply copy and paste it into your blog.



[MY VOKI](#)
[CREATE](#)
[PLAY](#)
[FORUMS](#)




Email:
Password:
☐ Remember Me

[Login](#)
[Register](#)

[Forgot Your Password?](#)

Get Your Own Voki

Free speaking avatar for everyone



- **Customize** your avatar
- **Add voice** to it
- **Publish** to your website, blog, or social networks

[Create Your Own Voki](#)

Use Voki for Class

- **Motivate** students to participate
- **Nourish** students' creativity
- **Improve** message comprehension
- **Personalize** relationship with students
- **Effective language learning**

Voki with No Advertising ? [Learn More](#)

What is Voki?

Voki is a free service that allows you to [create](#) personalized speaking avatars and use them on your blog, profile, and in email messages.

Voki is brought to you by the folks at [Oddcast](#), a New York based company that has been creating innovative user-generated media technologies for years. Since 1999, Oddcast has powered some of the web's most groundbreaking and successful campaigns including Careerbuilder's [Babymaker](#).

Featured Application



Prepare to build up an appetite! Check out [Juniorize Me](#) from Arby's! The beloved Arby's Jr. is back and ready to get interactive.

Featured Voki Educator



An exploring UK teacher tried Voki to motivate students in her Spanish language class. Results? Kids loved Voki! See the story on Teachers TV Channel in UK. [Watch the video](#)



Now you're talking business™

Dynamic talking characters for your website



Everything you want right here!

[Speak](#)
[Free Trial](#)

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VOKIS

This Blog Links by Title

[01_Techno Tools for the Second Language Class](#)

[02_Blogs](#)

[02a_Blogger](#)

[03_Audio-Pal](#)

[04_Examples of Using Audio Pal](#)

[05_Listening Comprehension Samples with Audio-Pal](#)

[06_Google Maps](#)

[07_Wiki-spaces: Free Web Spaces for Your Lessons](#)

[08_Vokis](#)

[09_Voki Ideas](#)

[10_Word Clouds](#)

[11_Story-bird](#)

[12_Xtranormal](#)

[13_Media Tools](#)

[14_FLISTI](#)

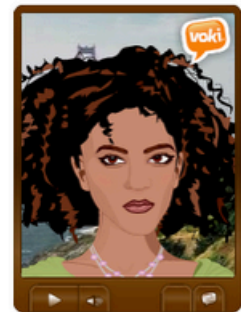
Wednesday, September 1, 2010

VOKIS

VOKI Ideas

Here some ideas to use Vokis for second language classes. Before the links to the different blogs I created to support the use of Vokis, let's reflect on some advantages of the tool:

- The avatar allows you to create simple and fresh characters in easy steps. These can fill in the pages of your blogs or wiki pages in no time, adding some colour to the activities.
- Because there are boys and girls options on the site, the tool lets you create male and female avatars to meet all your students' needs. It is important to have examples from both genders.
- The different details you can add to a voki give your students a chance to personalize the character and have fun with it.
- Each available language for the text-to-voice tool, has sample voices and accents in both genders. The selection is quite realistic.
- The voki ends up being a code you post on your blog - no actual space is used, so there are no heavy attachments for the file itself. Vokis can be sent via email as well.
- The text-to-voice tool requires students to input exact statements. A mistake in spelling will result in inaccurate pronunciation of the avatar - almost an immediate feedback to students to correct their errors.
- Like the audio-pal tool you can ask your students to respond to a voki task by creating a new voki. Set sample audios with your vokis to give students an idea of what they can say, and let them go on with their imagination.
- Use the voki to guide students with instructions on what to do with the information and tasks on a blog page or an activity for the lab.
- Use the voki to ask specific questions. Anything you can do with audio files you can pretty much ask a voki avatar to do for you.



The following links listed below take you to examples of pages I have created in the past to use the voki. These are activity samples and parts of projects. I hope they inspire you.

1. [Vokis: Little Avatars](#) - an overview page of Vokis.
2. [Per Imparare l'Italiano](#) - A blog page with sample activities (from easier to harder) where several vokis were created to guide students through understanding and practice of simple Italian greeting and getting to know each other expressions.

techno-tools for the heritage and second language classroom

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A BLOG WITH INFORMATION AND IDEAS ABOUT USING TECHNOLOGY IN SL CLASSES (ESPECIALLY IN HERITAGE LANGUAGE PROGRAMS!)

VOKIS

tuesday, march 23, 2010

Vokis: Little Avatars!

Here again a new simple and free tool for SL classes! This is a really great animation tool that you can make so many different activities based on for your SL classes. You will be addicted to it!

1. Go to the



webpage: <http://www.voki.com/>

2. Make an account
3. Create a new voki using the tools available
4. Make your voki say something in your voice or write a text in the text box.
5. Save your voki
6. Send it to yourself and your friends
7. Post the code on a blog

Check out these great uses on Valeria's blog:

Unit Sample - Italian Speed Dating

posted by ihla at 6:58 pm

the storybird



googlemaps



audiopal



AudioPals, Vokis and Google Maps

This is a blog that follows and supports an IHLA session about setting up and using audio files, avatars and Google maps. The session can be offered upon request from IHLA. Just contact us at edmontonihla@gmail.com

Pages in This Blog and the Session

01_Welcome

02_The Tools

03_Setting Up a Blog

04_Vokis

05_AudioPal Task One

06_Audio Pal Task Two

07_Thinking Page



Thursday, April 7, 2011

Audio Pal Task One

Using some of the links before and the information from the session, follow the task below and create an audiopal file. The post your file on your blog page.

TASK:

1. Go to www.audiopal.com
2. Create a new audiopal file using the text to speech feature.
3. Begin with a text-to-speech in English - you can follow with one in your own language if the text is supported. Remember to use a word document page to correctly write your text. The Audiopal features do not include spelling corrections.
4. Send the file to your mail address.
5. Retrieve the file and copy and paste the code.
6. Place the file in your blog page. AudioPal Task One.

Posted by IHLA at 6:33 PM



AUDIOPAL T1

AudioPals, Vokis and Google Maps

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07_Thinking Page



Thursday, April 7, 2011

AUDIOPAL T2

Audio Pal Task Two

Now that you know how to open, create, share and post an audiopal file, we want you to consider the following.

Use the links and images and texts in this post to create three separate audiopal files in your own language. The text is provided in English below. The text relates to a short description of what students will find by clicking on the links provided and using the "orange man" view on the Google maps. Once you create your file and post it on your blog page, you will set the following listening comprehension task. Remember to also copy the links on your blog page.

STUDENTS' TASK: Listen to the description of one special location that you can visit using a Google Map link (links provided below). Then click on each link, look at the surroundings and use the images below to decide which of the links is described in the audiopal file. Share your response with your instructor.

YOUR TASK:

1. Open an audiopal page and record, using your own voice and in your own language, the text below. This text is a description of a special place that corresponds to the link provided below.
2. Send the file link to your own email address, retrieve the link and copy and paste the code for your file.
3. Post the code in your blog page called: AudioPal Task Two.
4. Save your page.
5. Then copy and paste the following four links onto that page and write simple instructions to your students (in English and/or in your own language) asking the to complete the task as indicated above (Students' Task). You could even make an audiopal file for your instructions.
6. Make sure your links are numbered. You can also add pictures of the different places, in case students' computers have trouble using the Orange Man in Google maps.
7. You can copy and paste the pictures from below.

TEXT FOR THE AUDIOFILE



In this location people can go for a walk. The ocean surrounds the walk and you can even bike. There is a great forest and several interesting tourist places all around. In this province it rains a lot, but it rarely snows.

LINKS TO PLACES

1. The CN Tower - Toronto
2. WEM - Alberta
3. STANLEY PARK
4. VEGREVILLE EASTER EGG

AUDIOPAL T2

SCREEN SHOTS



Easter Egg



Stanley Park



WEM



CN Tower

AudioPals, Vokis and Google Maps

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Thursday, April 7, 2011

Thinking Page

At this point in the session we can pause for a moment and consider a few things:

1. We are focusing on three tools and one searching engine to help us put together some instructional and practice types of activities online.
2. This blog was set up backwards.
3. We thought of what was the ultimate idea and worked our way around from the end product to the beginning.
4. When using blogs this is a suitable way to proceeding, since blogs give us a chronological account of what we post on them. So the last thing we post is the first one everyone sees when we use the blogs.
5. This way of proceeding also helps us with language learning plannings, whether for lessons or units. Knowing where we want students to end helps us build the knowledge, information, tasks and scaffolding to get there.

What are considerations can you think about of this way of considering?

Posted by IHLA at 8:43 PM



REFLECTIONS







This booklet was created for a workshop session
about the use of Audio files, avatars and Google
Maps offered by IHLA for SL instructors.

April 12, 2011



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